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Examining the role of emotional intelligence and political skill to educational leadership and their effects to teachers' job satisfaction

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Abstract

Purpose – The purpose of this paper is to examine whether emotional intelligence and political skill (PS) of school principals influence the way they exercise leadership and the job satisfaction of their teachers.

Design/methodology/approach – As regards to the methodology, quantitative research methods were used to conduct the research. Specifically, the data analysis was performed with the statistical program SPSS and the EQS program for the development of structural equation models. Participants were 182 principals of Cyprus public elementary schools and 910 teachers.

Findings – The findings indicated that the emotional intelligence and PS of school principals are related to the educational leadership styles they use and to teachers' job satisfaction. Such a relationship highlights the social skills of principals as an important area for further research.

Research limitations/implications – Future research may benefit from developing and validating an investigating tool which rates school principals' Emotional-Political Capacity because, as revealed from the current research, this new construct directly affects the leadership radius and teachers' job satisfaction.

Practical implications – This research provides important feedback to those organizations interested in educational leadership and reform, as it can further illuminate (unknown until now) qualities that an effective school principal must have.

Originality/value – The importance of this research and its contribution to science, is illustrated by the fact that this is one of the first research efforts undertaken, which indicates that the emotional and political skills may be factors that shape effective educational leadership styles.

Keywords Emotional intelligence, Political skill, Educational leadership, Job satisfaction

Paper type Research paper

Introduction

For many decades school leadership, emotional intelligence (EI), political skill (PS) and job satisfaction have continued to be at the center of research interest in the field of educational management and leadership. However, despite increased research attention over the last decade, a number of issues remain unresolved in the literature about what constitutes effective school leadership. Although prior research has highlighted the above aspects as key components of the leadership process (e.g. Ahearn *et al.*, 2004; Bare-Oldham, 1999; Barling *et al.*, 2000; Dearborn, 2002; George, 2000; Goleman *et al.*, 2002; Higgs and Aitken, 2003; Law *et al.*, 2004; Semadar *et al.*, 2006; Sosik and Megerian, 1999), there has been little empirical research examining the linkages between these respective constructs.



This piece of research investigates whether EI and PS of school principals influence the way they exercise leadership and the job satisfaction of their teachers. The first section of this paper provides an overview of research on leaders' EI and PS, on leadership styles, on teachers' job satisfaction and the need for research expansion in these areas. The second section refers to the methodology of the study. The third section analyzes the research findings and in the fourth section, attention is called to the contribution of the present study for future research.

Literature review

In order to execute this piece of research, the development of a dynamic model was thought to be necessary in an effort to co-examine whether EI and PS of school principals influence their way of exercising leadership and in what ways they influence their teachers' job satisfaction (Figure 1). Thus, the theoretical model guiding this piece of research combines the main research variables that (presumably) affect the exercise of educational leadership and are analyzed below.

EI

Zembylas (2009) argued that educational leaders encounter a diversity of emotions that are associated with personal, professional, relational, political and cultural issues in their everyday leadership exercises. Moreover, Kelchtermans *et al.* (2011), based on a secondary analysis of studies on Flemish primary schools, argued that school leaders act as gatekeepers, on the threshold between the outside-school and the inside-school world, where meaningful interactions often include intense feelings and are characterized by an emotional aspect. Additionally, leadership actions are inseparable from and influenced by emotion (Crawford, 2009). Thus, accepting the impact of emotions in school leaders' lives, we focussed our research interest on the EI of school principals.

The ability model of Mayer and Salovey (1997) is thought as promising by many researchers (Antonakis *et al.*, 2009; Zeidner *et al.*, 2008) in order to conceptualize EI as a multifaceted construct that comprises several different abilities and skills. Moreover, Mayer and his colleagues criticize Goleman's (1995) trait EI model for making "extraordinary claims for the concept [of emotional intelligence], and loose description [that] created an explosion of activity in a new, and now increasingly fuzzily defined area" (Mayer, 2001, p. 8).

Thus, in this study, we have used the Mayer and Salovey (1997) definition of EI which is defined as a set of interrelated skills concerning "the ability to perceive accurately, appraise, and express emotion; the ability to access and/or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth" (p. 10). Salovey and Mayer (1990) conceptualized EI as composed of four distinct dimensions:

- (1) appraisal and expression of emotion in the self (self-emotional appraisal (SEA));
- (2) appraisal and recognition of emotion in others (others' emotional appraisal (OEA));
- (3) regulation of emotion (ROE) in the self; and
- (4) use of emotion (UOE) to facilitate performance.

We measured EI using the self-report of Wong Law Emotional Intelligence Scale (WLEIS, Wong and Law, 2002; in Greek, Kafetsios and Zampetakis, 2008) that has been used in several related studies and it is based on Mayer and Salovey's (1997) EI definition.

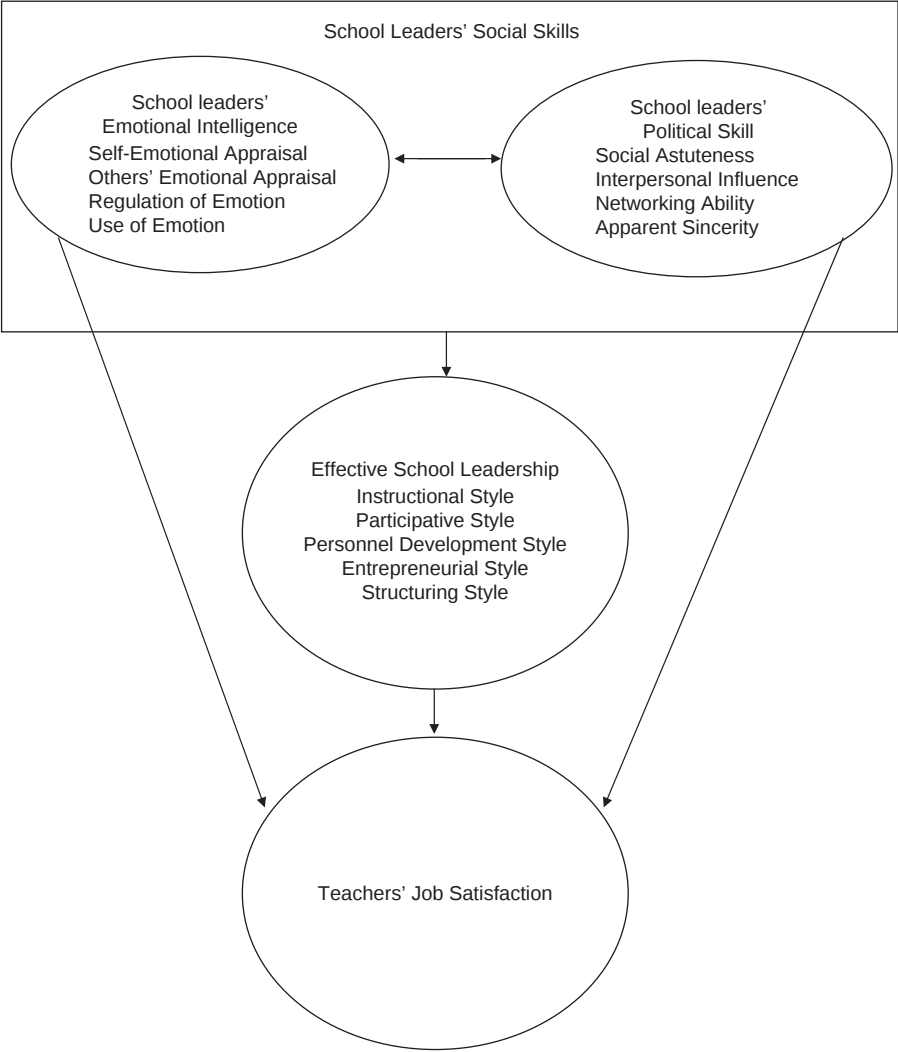


Figure 1.
Research
theoretical model

Another reason for why we used the specific measure is because it has been found to have good predictive validity in organizational settings and it is related to job satisfaction in different organizational settings including education (e.g. Kafetsios and Zampetakis, 2008; Wong and Law, 2002).

Moreover, our research is based on the assumption that EI is correlated with school leadership styles, through the emotions' political dimension. This assertion is based on Layder's (2004, p. 17) argument that emotions are bound with social power. According to Turner and Stets (2005, p. 830) "When a leader who is characterized by prestige and power talk, others listen and give off positive emotional signals, thus enhancing the powerful or prestigious persons' cultural capital and emotional energy." Hence, focussing on the assumption that emotions are political, another variable that we examined is the Principal's PS.

PS

New theories and constructs are nowadays a necessity to the continuously evolving organizational design which rely less on bureaucratic or hierarchical structures (Stewart and Carson, 1997). Therefore, emphasis needs to be given to the social skills dimension because organizations are inherently political arenas immersed in relationships (Mintzberg, 1983, 1985). Based on this assumption, a leader needs a combination of multiple skills (social astuteness, positioning and savvy) beyond intelligence (e.g. Luthans *et al.*, 1988; Mintzberg, 1983) in order to be effective and productive. One of the leaders' social skills that is very promising for organizational effectiveness is PS. Indeed, PS is defined as "the ability to effectively understand others at work, and to use such knowledge to influence others to act in ways that enhance one's personal and/or organizational objectives" (Ahearn *et al.*, 2004, p. 311). Ferris *et al.* (2001) contended that PS combine four dimensions and these are:

- (1) Self and social astuteness: individuals possessing PS are astute observers of others and keenly attuned to diverse social situations.
- (2) Interpersonal influence/control: politically skilled individuals have a strong and convincing personal style that tends to exert a powerful influence on those around them.
- (3) Network building/social capital: individuals with strong PSs are adept at using diverse networks of people by easily developing friendships and building strong and beneficial alliances and coalitions.
- (4) Genuineness/sincerity: tactics of politically skilled individuals are seen as subtle and their motives do not appear self-serving. They appear to others to be congruent, sincere and genuine.

Nowadays, besides organizations being perceived as fundamentally political arenas (e.g. Fairholm, 1993; Mintzberg, 1985; Pfeffer, 1981, 1992), schools have become complex working environments that require successful players to possess heightened levels of PS, in order to succeed toward the achievement of organizational goals. Indeed, Pashiardis (2009) argued that educational leaders should be cognizant of the power of how one publicly presents oneself but at the same time realize the dangers involved for their public image, so they need to be characterized by PS. Also he assumed that "leaders should become artists in the three 'f's: forming, facing and feeling public opinion" (p. 5). For years, scholars and practitioners alike have acknowledged the existence and importance of politics in school organizations. However, to date, there has been little effort to investigate the affect of PS in educational settings, so another aim of this research is to fill the research gap in this domain.

In order to project a positive public image, school principals have to make use of their PSs. By using their PSs they will succeed in creating positive relations between the school and the community and parents, promoting cooperation with other organizations and businesses and promoting a two-way communication between the school and the community.

Effective school leadership styles

The role and responsibilities of school leaders have changed over the past years. According to Pashiardis (2009, p. 1) "Educational leaders around the globe will need to work in a context where the only stable factor is constant change and lead the way in the educational arena for the decades to come." Also, school leadership is highly contextualized both at the system level and at the school level. An effective school leader would be wise to identify

what his or her particular school context calls for and use a variety of leadership behaviors, so as to reach high educational quality.

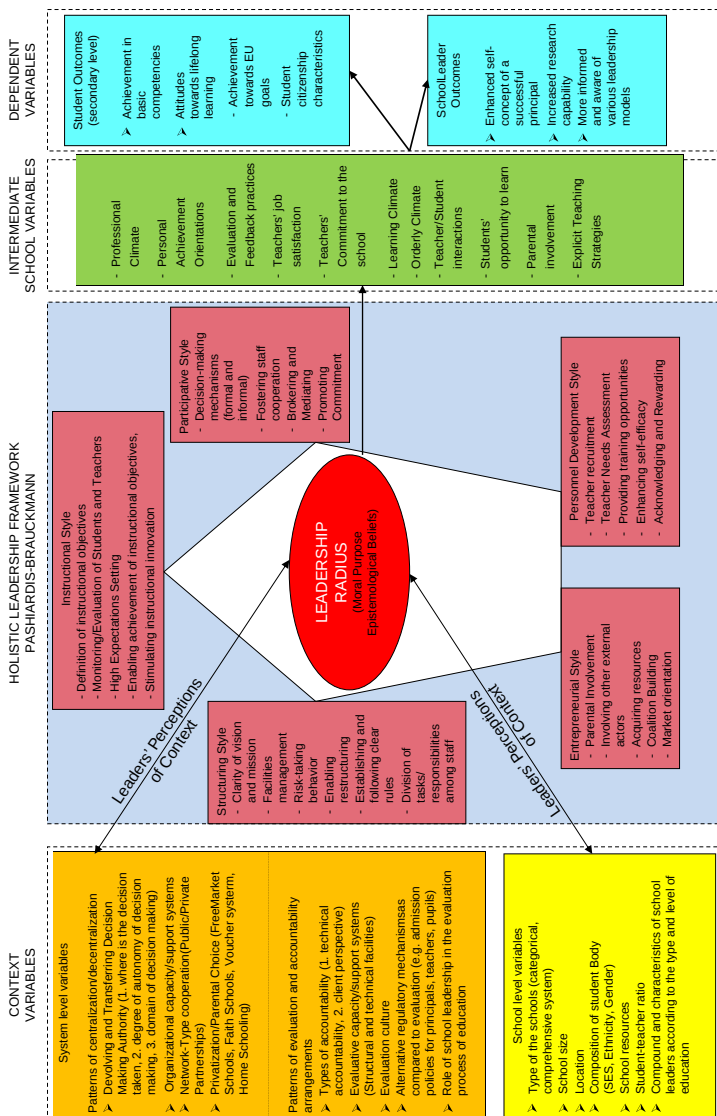
Researchers (Leithwood, 1992, 1993, 1994; Silins, 1992, 1994a, b) have identified the leadership behaviors and practices that lead to a general school reformation. Those leadership practices are included within the transformational leadership style, such as empowering and supporting subordinates (Blase and Blase, 2000), caring about local community aspects (Limerick and Nielsen, 1995), creating and involving all in school vision (Mulford, 1994) and emphasize the importance of building a positive collaborative school climate (Deal and Peterson, 1994). As a result, according to Day *et al.* (2000), through effective school leadership practices, schools are becoming caring, focussed and inquiring communities.

In our research we added school leadership styles because they are significant factors that contribute to teachers' job satisfaction (Glisson and Durick, 1988). Also according to Scheerens (2000), leadership styles are effective indicators of leader effectiveness. Thus, this piece of research is based on the heuristic theoretical framework of educational leadership (Figure 2) as developed by Pashiardis and Brauckmann (2008) and Pashiardis (2014). After a thorough literature review over the last few decades on school leadership, educational governance and school effectiveness, the above researchers extracted and labeled five leadership styles. Every single leadership style consists of specific behaviors and practices which are likely to be exhibited by school principals. One of the worthy conclusions that their research (Pashiardis and Brauckmann, 2008, 2009; Pashiardis, 2014) resulted in, is that the theoretical framework is merely a leadership cocktail mix which contains only the basic ingredients and not the quantities. The five leadership styles that are included in the theoretical leadership framework of Pashiardis and Brauckmann (2008), Brauckmann and Pashiardis (2011) and Pashiardis (2014) are:

- (1) instructional style (IS), representing leadership practices that enable achievement of instructional objectives;
- (2) participative style (PLS), representing leadership practices that promote cooperation and commitment;
- (3) personnel development style (PDS), representing leadership practices that promote training and development of teachers;
- (4) entrepreneurial style (ES), representing leadership practices that promote the involvement of external actors; and
- (5) structuring style (SS), representing leadership practices that promote establishment and implementation of clear rules.

Teachers' job satisfaction

For many decades, several research attempts have been aiming to identify sources of teacher satisfaction and dissatisfaction for elementary and secondary school teachers (e.g. Dinham and Scott, 2000, 2002; Garrett, 1999; Grassie and Carss, 1973; Kyriacou, 1987). Research findings concluded that teachers' job satisfaction is associated with certain individual and school characteristics (Spear *et al.*, 2000). On the one hand, job satisfaction is a well-studied component and on the other, there is no generally agreed definition about what constitutes teachers' job satisfaction. Isen and Baron (1991, p. 35) surmise: "As an attitude, job satisfaction involves several basic components: specific beliefs about one's job, behaviour tendencies (intentions) with respect to it, and feelings about it." Simply put, "job satisfaction is an attitude people have about their jobs" (Chelladurai, 1999, p. 230).



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Figure 2.
The Pashiardis-
Brauckmann Holistic
Leadership
Framework (2008)

Teachers' job satisfaction levels depend both on individual and school characteristics (Spear *et al.*, 2000). Specifically, teachers' satisfaction or dissatisfaction is affected by the centralization of the educational system, the lack of professional autonomy, the school changes and educational reform, the public image of teachers, the lack of resources and the unsatisfactory payment. Besides these trends that affect the level of satisfaction of teachers, leadership style is one of the major findings that influence both teachers' job satisfaction and their perception of their profession (Bogler, 2002).

Summarizing, EI, PS, exercising leadership (leadership styles) of primary school principals and job satisfaction of teachers, are research areas which, for many decades, continue to attract great interest in the field of educational management and leadership. The review of international research literature shows that the four areas mentioned above have been explored mostly independently. Only a few studies investigated the role of emotions in educational environments (Beatty, 2002a, b; Crawford, 2009; Hargreaves, 2004; Hargreaves and Fink, 2006; Kelchtermans *et al.*, 2011) and almost none the role of PS. So, this research, supports the need for expansion of the theories for the exercising of effective leadership, investigates whether EI and PS of school principals influence the way of exercising leadership as well as the job satisfaction of their teachers.

The originality of this research lies in the fact that no similar survey has been found that correlates the effective educational leadership styles as proposed by Pashiardis and Brauckmann (2009) and the satisfaction of teachers from their work, with the emotional and political skills of principals. The importance of this research and its contribution to science, is also illustrated by the fact that this is the first research effort undertaken (to our knowledge), which indicates that the emotional and political skills may be factors of shaping effective educational leadership styles.

Finally, we suggest that social skills are increasingly becoming more essential. Thus, we consider that the emotional and political skills of the leader play an important role in the effectiveness of the school organization, as schools in today's era are competitive and complex environments that require the educational leader to be flexible in external and internal requirements, organizational and to balance the need for change with stability (Lewis *et al.*, 2002).

Methodology

Objectives of the study

Specifically, in this piece of research we sought to answer the following questions:

- (1) To what extent the emotional and political skills of principals correlate to the leadership styles (instructional style, structuring style, entrepreneurial style, participative style, personnel development style)?
- (2) To what extent the emotional and political skills of principals correlate to the job satisfaction of their teachers?
- (3) To what extent the emotional skills of the principal (e.g. the ability to recognize emotions of others) have an impact on his/her PSs (social awareness, interpersonal influence, networking ability and apparent sincerity), and vice versa?
- (4) To what extent the effective leadership styles of the principal have a positive influence to the job satisfaction of teachers?

Sampling and data collection

The field work was conducted during the school year 2010-2011 in public schools of Primary Education in Cyprus. A purposive sample was chosen with the selection of principals working in elementary schools staffed with more than six teachers. The final sample consisted of 182 principals of elementary schools (77 percent of the sample) and 910 teachers (77 percent of the sample). For each principal there was a description by (at least) five teachers working in the particular school year with him/her.

Research social context

Cyprus is a country with a highly centralized public educational system. Because of the way the Cypriot Educational System works, the majority of primary school principals are in their early 50s. Their promotion is based on their age and long service in teaching (about 20 years minimum), as well as on the evaluation of their performance as teachers (Pashiardis and Orphanou, 1999). Cypriot school principals complain that at the end of the day they feel exhausted both physically and emotionally, because of their many and demanding duties at school (e.g. class teaching; guidance, evaluation and reports on the teachers' work; collaboration with the Local School Board; writing down and submitting schools' needs to be included in the following year's budget; managing any money given by the Board or Parents Association; and handling the schools' paperwork and mail, Law 223 of 1997 cited in Theodorou, 2006).

Instrumentation

The principals completed a questionnaire that consisted of two scales that measured: EI (WLEIS, Wong and Law, 2002; in Greek, Kafetsios and Zampetakis, 2008) and the political capacity (PS item pool; Ferris *et al.*, 2005).

EI. We used the self-report WLEIS (Wong and Law, 2002; in Greek, Kafetsios and Zampetakis, 2008). The scale has 16 items and has four subscales corresponding to the four components of EI suggested by Mayer and Salovey (1997). The SEA subscale measures people's self-perceived ability to understand their own emotions (e.g. "I have good understanding of my own emotions."). The OEA subscale measures a person's ability to perceive other peoples' emotions (e.g. "I am a good observer of others' emotions."). The UOE subscale measures the self-perceived tendency to motivate oneself to enhance performance (e.g. "I always set goals for myself and then try my best to achieve them"). The ROE subscale measures individuals' ability to regulate their own emotions (e.g. "I am quite capable of controlling my own emotions."). Coefficient α s for the four subscales were: SEA: 0.77; OEA: 0.85; UOE: 0.82; ROE: 0.85.

PS. PS ($\alpha = 0.91$) was measured using an 18-item measure developed and validated by Ferris *et al.* (2005). This self-reported measure assessed respondents' perceptions of their own PS. The items in this measure were designed to reflect four dimensions of PS. The dimensions are networking ability (e.g. "I have developed a large network of colleagues and associates at work whom I can call on for support when I really need to get things done"), social astuteness (e.g. "I have good intuition or savvy about how to present myself to others"), interpersonal influence (e.g. "I am able to make most people feel comfortable and at ease around me") and apparent genuineness (e.g. "I try to show a genuine interest in other people"). A five-point scoring format was used with strongly disagree (1) and strongly agree (5) as endpoints. Evidence of scale validity is reported in Ferris *et al.* (2005) (Figure 3).

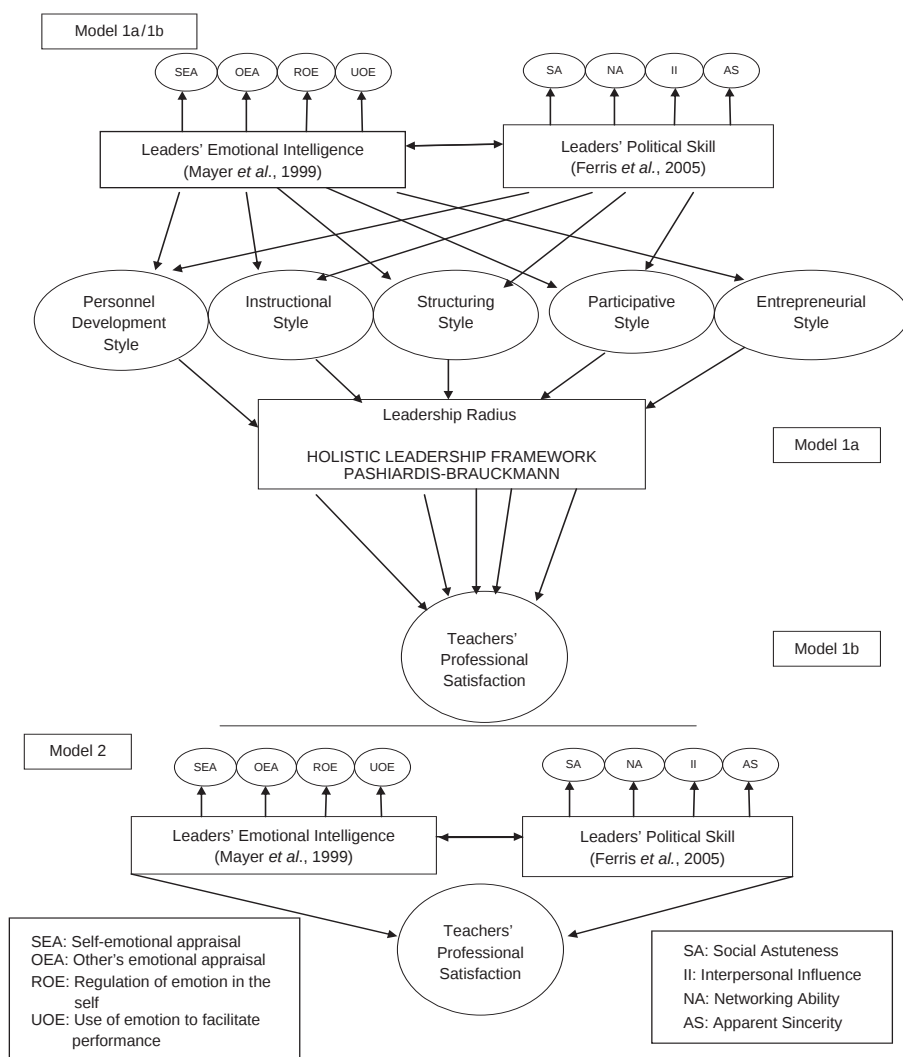


Figure 3.
Examining the
relationship of
emotional
intelligence and
political skill with
leadership radius

Then, teachers completed a questionnaire that consisted of two scales that measured: leadership styles (School Leadership Questionnaire, Pashiardis and Brauckmann, 2009) and job satisfaction (Brayfield and Rothe, 1951: an index of job satisfaction).

School Leadership Questionnaire (Pashiardis and Brauckmann, 2009). School leadership was measured using a 46-item measure developed and validated by Pashiardis and Brauckmann (2009). This measure assessed respondents' perceptions of their school principal behaviors and practices. The items in this measure were designed to reflect five leadership styles. IS ($\alpha = 0.91$) (e.g. "She/he is encouraging higher order forms of teaching and learning," "She/he is promoting the implementation and use of knowledge in a variety of forms"), PLS ($\alpha = 0.92$) (e.g. "She/he is promoting open communication with the staff," "She/he is leaving instructional autonomy to teachers"), PDS ($\alpha = 0.93$) (e.g. "She/he is

providing recognition for excellence and achievement,” “She/he is rewarding teachers for their special contributions and encouraging the professional development of teachers”), ES ($\alpha = 0.96$) (e.g. “She/he is encouraging relations between the school and the community and parents,” “She/he is promoting cooperation with other organizations and businesses”), SS ($\alpha = 0.94$) (e.g. “She/he is ensuring clarity about the roles and activities of staff,” “She/he is ensuring clarity about work priorities”). A five-point scoring format was used with strongly disagree (1) and strongly agree (5) as endpoints.

Job satisfaction. We used the Greek version of the General Index of Job Satisfaction (Brayfield and Rothe, 1951). The scale has 14 items ($\alpha = 0.76$) such as “I am generally satisfied with my current job” and “I consider my job rather unpleasant.” A five-point scoring format was used with strongly disagree (1) and strongly agree (5) as endpoints.

As regards to the methodology, quantitative research methods were used to conduct the research. Quantitative methods were the most suitable to answer our research questions and past researches also used research scales to investigate these variables (Bolman and Deal, 1992; Brauckmann and Pashiardis, 2011; Ferris *et al.*, 2005; Kafetsios and Zampetakis, 2008; Wong and Law, 2002). Specifically, the data analysis was performed using the statistical program SPSS and the EQS program (Bentler and Wu, 1995) for the development of both structural equation models and analysis. The use of analysis aimed at identifying the effects of EI and political capacity, within the scope of action of the principal and the job satisfaction of his/her teachers.

Absolute fit indices determine how well a priori model fits the sample data (McDonald and Ho, 2002) and demonstrates which proposed model has the most superior fit. Various fit criteria were used because their calculation does not rely on comparison with a baseline model but is instead a measure of how well the model fits in comparison to no model at all (Jöreskog and Sörbom, 1993).

In order to ensure the successful operationalization of the constructs, the first step in the analysis process consisted of conducting a confirmatory factor analysis (CFA) for leader EI scale, leaders PS scale and school leadership scale. The CFA was performed at the item-level using SPSS 20. Separate measurement models were created for each construct and assessed using established fit criteria (Hu and Bentler, 1999). All items were associated with a single latent construct using a relationship equation. *t*-Values were used to assess the significance of item loadings at the 0.00 level.

Results

EI scale

To determine the factor structure of the target report version of the 16-item leader EI scale, items were factor analyzed with the principal components method and the varimax factor rotation. Four factors emerged with eigenvalues greater than 2.0, and together, these factors explained a total of 71.6 percent of the variance. The four factors corresponded to Mayer and Salovey (1997) dimensions: SEA, OEA, ROE and UOE accounting for 15.13, 20.47, 16.30 and 19.70 percent of the variance, respectively. These items and their factor loadings are listed in Table I. Two items did not load consistently on these four factors by Mayer and Salovey (1997) and were subsequently dropped from further analysis (Appendix 1). Thus, we used the four factors measure for the remaining data analyses. Latent constructs were formed by computing a mean from the items within the construct and then used for Structural Equation Model (SEM-EQS).

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Table I.Factor analysis and
item analysis result
of Emotional
Intelligence Scale

Items EI	Factor 1 SEA	Factor 2 OEA	Factor 3 ROE	Factor 4 UOE	Item-total, <i>r</i>
A2	0.750				0.719
A6	0.859				0.610
A10	0.708				0.554
A14	0.839				0.773
A3		0.819			0.688
A7		0.699			0.798
A11		0.790			0.686
A15		0.779			0.845
A4			0.754		0.645
A8			0.845		0.751
A16			0.760		0.693
A1				0.789	0.710
A5				0.740	0.814
A13				0.785	0.738
Eigenvalue	2.865	2.758	2.282	2.118	
Percentage of variance explained	20.466	19.703	16.301	15.130	
Cumulative percentage of variance explained	20.466	40.169	56.470	71.600	
Coefficient α reliability estimates	0.85	0.82	0.85	0.77	

PS scale

To determine the factor structure of the target report version of the 18-item leader PS scale (Ferris *et al.*, 2005), items were factor analyzed with the principal components method and the varimax factor rotation. Four factors emerged with eigenvalues greater than 2.0, and together, these factors explained a total of 61.83 percent of the variance. Therefore the items did not load consistently on these four factors by Ferris *et al.* (2005) proposed and were subsequently turned to one factor (Appendix 2). Thus, we used the one factor measure for the remaining data analyses. At the second time of factor analysis PS factor explained a total of 40.46 percent. Latent construct was formed by computing a mean from the items within the construct and then used for SEM-EQS.

School leadership scale

To determine the factor structure of the target report version of the 46-item school leadership scale (Pashiardis and Brauckmann, 2008), items were factor analyzed with the principal components method and the varimax factor rotation. Five factors emerged with eigenvalues greater than 4.0 and together, these factors explained a total of 74 percent of the variance. The four factors corresponded to Pashiardis and Brauckmann (2008) dimensions: IS, PLS, PDS, ES and SS for 11.90, 16.43, 11.32, 19.28 and 15.07 percent of the variance, respectively. These items and their factor loadings are listed in Table II. 12 items did not load consistently on these five factors by Pashiardis and Brauckmann (2008) and were subsequently dropped from further analysis (Appendix 3). Thus, we used the five factors measure for the remaining data analyses. Latent constructs were formed by computing a mean from the items within the construct and then used for SEM-EQS.

The first interesting result is the strong relationship between EI and PS, thus creating a new concept the Emotional-Political Capacity, which is the combination of emotional and political skills that best describe the social skills that a principal should have in order to act effectively and achieve job satisfaction of his/her teachers. This important research finding leads us to the assertion that, principals who are

Items Leadership radius	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Item-total, <i>r</i>
a1				0.67		0.76
a2				0.57		0.69
a3				0.72		0.66
a5				0.61		0.70
a6				0.69		0.70
a7				0.60		0.67
a11		0.65				0.67
a12		0.62				0.47
a15		0.72				0.74
a16		0.80				0.79
a17		0.80				0.79
a18		0.68				0.74
a19		0.70				0.64
a22					0.58	0.69
a23					0.72	0.83
a24					0.66	0.80
a25					0.58	0.73
a26					0.69	0.80
a27					0.60	0.68
a28	0.78					0.76
a29	0.76					0.77
a30	0.69					0.76
a31	0.69					0.75
a32	0.77					0.82
a33	0.80					0.84
a34	0.59					0.67
a35	0.51					0.66
a37	0.65					0.74
a40			0.68			0.80
a41			0.72			0.78
a42			0.79			0.81
a43			0.80			0.83
a44			0.76			0.79
a45			0.67			0.77
Eigenvalue	6.56	5.59	5.13	4.05	3.85	
Percentage of variance explained	19.28	16.43	15.07	11.90	11.32	
Cumulative percentage of variance explained	19.28	35.71	50.78	62.68	74.00	
Coefficient α reliability estimates	0.96	0.92	0.94	0.91	0.93	

Table II.
Factor analysis
and item analysis
result of School
Leadership Scale

characterized by high emotional and political skills, seem to be more able to lead the organization to change and achieve the commitment of their employees.

Additionally, Figure 4 shows the relations between three of the four parameters that we examined: EI, PS and principal's leadership radius. Various fit criteria were used, in order to test the goodness of fit of the model to data: $\chi^2 = 82.78$ ($df = 33$, $p < 0.05$), Comparative fit index ($CFI = 0.94$) and root mean square of approximation ($RMSEA = 0.08$). A value of $CFI \geq 0.95$ is presently recognized as indicative of good fit (Hu and Bentler, 1999). Also, CFI is one of the most popularly reported fit indices due to being one of the measures least effected by sample size (Fan *et al.*, 1999) and performs well even when sample size is small (Tabachnick and Fidell, 2007). An RMSEA of between 0.08

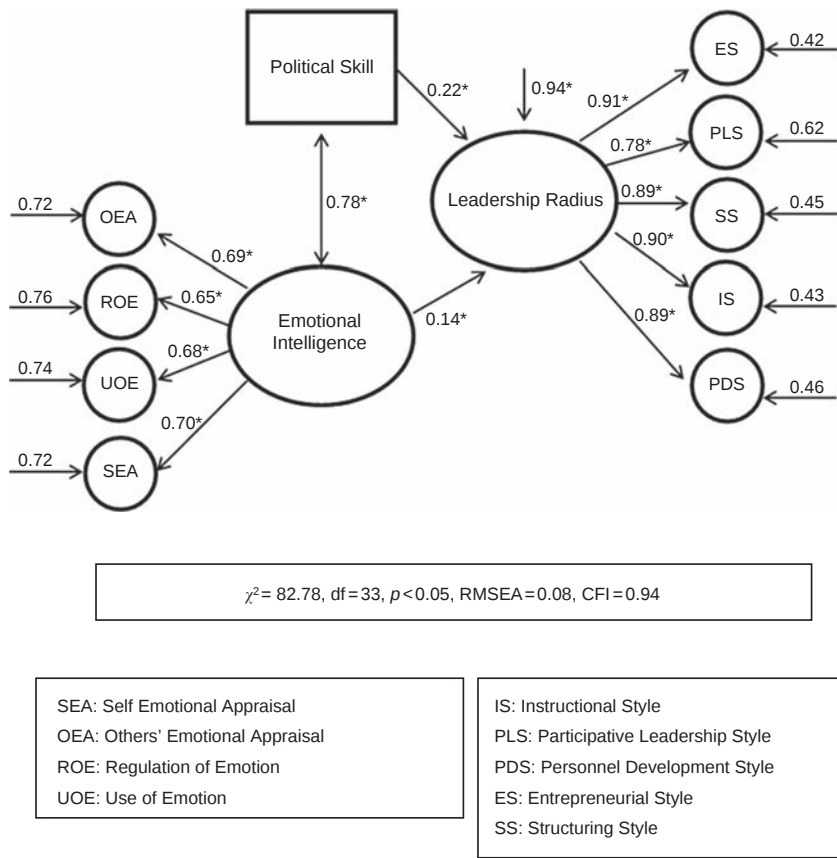


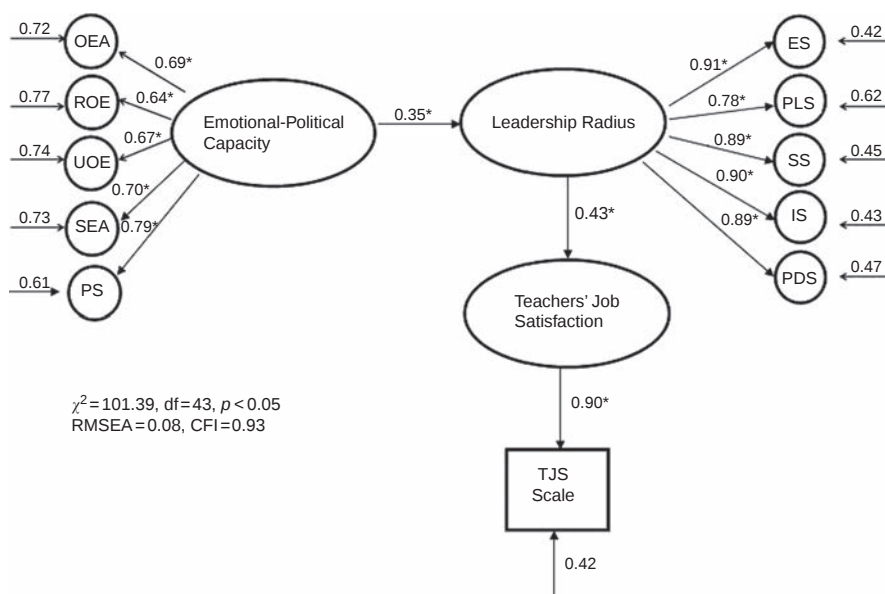
Figure 4. Structural equation model identifying to what extent the emotional skills of the principal have an impact on his/her political skills and vice versa; also, to what extent the emotional and political skills of principals correlate to leadership styles

Notes: *Frees the first factor loading which is fixed at one as the default to define the metric of the factor. In these path diagrams the asterisks indicate parameters to be estimated

and 0.10 provides a mediocre fit and below 0.08 shows a good fit (MacCallum *et al.*, 1996). Concluding, according to the fit indices of the testing model there is a mediocre fit of the data with the proposed theory model. Simultaneously, the analysis revealed that the EI and the PS of the principal have a positive correlation to his/her leadership radius (Figure 5). At the same time, with regards to EI, the PS of the principal and the job satisfaction of teachers, the findings from the analysis indicate that there is a positive correlation of the first two competencies to job satisfaction. Also when the leadership radius of the principal serves as an intermediate variable, their positive correlation on the job satisfaction of teachers increases. The below fit indices reflect a satisfactory increment in fit of the given substantive model over that of the null model: $\chi^2 = 101.39$ ($df = 43$, $p < 0.05$), $CFI = 0.93$ and the $RMSEA = 0.08$.

Discussion

The main purpose of this study was to determine whether EI and PS of school principals influence the way they exercise leadership and, subsequently, influence the job



SEA: Self Emotional Appraisal
 OEA: Others' Emotional Appraisal
 ROE: Regulation of Emotion
 UOE: Use of Emotion
 TJS: Teachers' Job Satisfaction Scale
 PS: Political Skill

IS: Instructional Style
 PLS: Participative Leadership Style
 PDS: Personnel Development Style
 ES: Entrepreneurial Style
 SS: Structuring Style

Notes: *Frees the first factor loading which is fixed at one as the default to define the metric of the factor. In these path diagrams the asterisks indicate parameters to be estimated

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Figure 5. Structural equation model identifying to what extent the Emotional-Political Capacity of principals correlate to the job satisfaction of their teachers

satisfaction of their teachers. Specifically, this piece of research, utilizing structural equation modeling, sought to answer four main research questions.

First, we examined the extent to which the emotional and political skills of principals correlate to leadership styles (IS, SS, ES, PLS, PDS) and the extent to which the emotional skills of the principal (e.g. their ability to recognize the emotions of others) have an impact on their PSs (social awareness, interpersonal influence, networking ability and apparent sincerity) and vice versa. The first interesting result that occurred is the strong relationship found between EI and PS of the school principal. A possible explanation of the strong relationship between the above constructs is because leadership is conceptualized as a process of social influence through which a leader affects employees' feelings, perceptions and behavior (Humphrey, 2002), thus emotional regulation is inevitable in order to construct positive social interactions that are expressed through PSs. Adding to that, Crawford (2009) argues that "schools are often places where the management or control of emotion is played out against a script of what a leader should do for the benefit of the other party" (p. 21).

Stemming from this result, we created a new concept the "Emotional-Political Capacity," which is the combination of emotional and political skills that best describe the social skills

that principals should have in order to act effectively and achieve job satisfaction of their teachers. This research finding leads us to the assertion that those principals who are characterized by high emotional and political skills will be more able to lead the organization through change and achieve the commitment of their employees. We reached this conclusion because principals who demonstrate not only the desire to implement emotional and political skills, but use these skills effectively, they can become more effective, as it has emerged from our second main research finding: specifically, that these skills directly influence the scope of action (leadership radius) of the principal and are directly related with the ES that gives particular emphasis in the construction of a positive public image, through alliance building with influential groups outside and around the school (Pashiardis, 2014). The above assertion is confirmed by Crawford (2009) narrative study that "heads did not ever want to be seen out of control emotionally, but wanted to discuss ways in which they could flag up emotions such as anger to others in the school" (p. 27). In more concrete words, the analysis revealed that the EI and the PS of the principal have a positive correlation to his/her radius of action. This particular result provides the impetus for further study of those emotional and political skills that a school principal should have, in order to choose effective behaviors depending on the situation he/she is faced with. This finding has considerable educational value because, through the use of EI and PS, principals will skillfully handle the social interactions in such ways that will lead teachers to quickly achieve the collective goals of the school. This means that educational leaders should be characterized by the skill to transform, to respond and to become aware of the public opinion in order to lead and not to be led by the masses. All these skills are encompassed in EI and PS.

Simultaneously, principals who demonstrate emotional and political competences, have a positive effect on the job satisfaction of teachers since they devote enough time and effort in order to create positive social relationships at work, trying to show genuine concern for others, understand very well the feelings of others and are good at building relationships with key people in the workplace. This result is confirmed by the "third domain" which encompasses teachers' job satisfaction factors at the system level, as well as wider social forces, such as teacher status, imposed educational change and the portrayal of teachers in the media (Dinham and Scott, 1998, 2000).

Indeed, our research results indicated that the EI and the PS of the principal have a positive correlation to the job satisfaction of their teachers. This finding confirms the results of other research, such as that of Wong and Law (2002) who found that managers' EI was positively related to employees' job satisfaction. As for the positive correlation of principals' PS to the teachers' job satisfaction, this is associated to the research results of Ahearn *et al.* (2004) and Treadway *et al.* (2004) which indicated that the PS of the leaders impact the reliability and support that followers have for them and are included to the main factors that contribute to the job satisfaction of employees, their cooperation and minimization of the possibility for resignation.

Also when the scope of leadership actions of the Principal serves as an intermediate variable, their positive correlation on the job satisfaction of teachers increases. The significance of our results is that the principal, also in accordance to Norton and Kelly (1997) and Shann (1998) findings, is an important source of satisfaction or dissatisfaction, so the need arises for school principals to have developed and use both EI and PS. Therefore, since the behavior of principals is an important source of job satisfaction or dissatisfaction of their teachers, their EI and PS should be taken into account, as it has been revealed by the results of our research.

Suggestions for future research

First, it would be interesting to develop and validate an investigating tool which rates school principals' Emotional-Political Capacity because, as revealed from the current research, this new construct directly affects the leadership radius and teachers' job satisfaction. Also, future research might investigate if EI and PS are really two distinct constructs. If future research reveals that EI and PS are not distinct constructs, then the new construct, Emotional-Political Capacity (Taliadorou and Pashiardis, 2014) may be a better conceptual component to describe the social skills that affect school leadership practices and behaviors.

At the contextual level, future research may benefit from evaluating the effect of EI and PS on dependent variables of school leadership radius such as student outcomes and principal's self-concept. This investigation could further our understanding of the nature of social effectiveness and future research would benefit from evaluating whether EI and PS differentially predict affective and performance-related outcomes in organizations.

Suggestions for educational policy and practice

In order for principals to be more effective, they may need to apply and interpret differently, assessment and training practices and methods that target-specific components of EI and PS, as a function of the disciplinary context too. Leadership training programs should include specific types of activities and leading strategies that can be integrated into training programs such as effective leaders' autobiographies, life histories, workshops focussed on emotions and PS, reflective emotion and political journals, critical incidents, controversial readings, and structured group activities.

Another suggestion is that future school principals should be engaged in a mentoring program, because EI and PS involve contextually specific knowledge acquisition, acquired through work experience, mentoring relationships and other developmental experiences, etc. Such contextually specific knowledge is reflected in the types of personal learning which is transmitted through mentoring relationships.

In conclusion, the results of this study indicate that the two related concepts, that of "emotional intelligence" and "political skill" of the principal should be subjected to further study, since they have emerged as two very important variables that have a direct impact on the scope of leadership actions of the principal and on the job satisfaction of teachers. Therefore, the theorizing on effective school leadership perhaps should be revisited, revised and enriched, taking into account both of the above skills of school leaders.

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Appendix 1. Emotional Intelligence Scale (WLEIS, Wong and Law, 2002; in Greek, Kafetsios and Zampetakis, 2008).

		Strongly Disagree	Strongly Agree
A1	I have a good sense of why I have certain feelings most of the time	1.....2.....3.....4.....5.....6.....7	
A2	I always know my friends' emotions from their behavior	1.....2.....3.....4.....5.....6.....7	
A3	I always set goals for myself and then try my best to achieve them	1.....2.....3.....4.....5.....6.....7	
A4	I am able to control my temper and handle difficulties rationally	1.....2.....3.....4.....5.....6.....7	
A5	I have good understanding of my own emotions	1.....2.....3.....4.....5.....6.....7	
A6	I am a good observer of others' emotions	1.....2.....3.....4.....5.....6.....7	
A7	I always tell myself I am a competent person	1.....2.....3.....4.....5.....6.....7	
A8	I am quite capable of controlling my own emotions	1.....2.....3.....4.....5.....6.....7	
A9*	I really understand what I feel	1.....2.....3.....4.....5.....6.....7	
A10	I am sensitive to the feelings and emotions of others	1.....2.....3.....4.....5.....6.....7	
A11	I am a self-motivated person	1.....2.....3.....4.....5.....6.....7	
A12*	I can always calm down quickly when I am very angry	1.....2.....3.....4.....5.....6.....7	
A13	I always know whether or not I am happy	1.....2.....3.....4.....5.....6.....7	
A14	I have good understanding of the emotions of people around me	1.....2.....3.....4.....5.....6.....7	
A15	I would always encourage myself to try my best	1.....2.....3.....4.....5.....6.....7	
A16	I have good control of my own emotions	1.....2.....3.....4.....5.....6.....7	

*Items A9 & A12 removed after Confirmatory Factor Analysis

Appendix 2. Political skill item pool (Ferris *et al.*, 2005)

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		Strongly Disagree	Strongly Agree
1	I spend a lot of time and effort at work networking with others	1.....2.....3.....4.....5.....6.....7	
2	I am able to make most people feel comfortable and at ease around me	1.....2.....3.....4.....5.....6.....7	
3	I pay close attention to people's facial expressions	1.....2.....3.....4.....5.....6.....7	
4	I try to show a genuine interest in other people	1.....2.....3.....4.....5.....6.....7	
5	I understand people very well	1.....2.....3.....4.....5.....6.....7	
6	I am good at building relationships with influential people at work	1.....2.....3.....4.....5.....6.....7	
7	I am particularly good at sensing the motivations and hidden agendas of others	1.....2.....3.....4.....5.....6.....7	
8	When communicating with others, I try to be genuine in what I say and do	1.....2.....3.....4.....5.....6.....7	
9	I have developed a large network of colleagues and associates at work whom I can call on for support when I really need to get things done	1.....2.....3.....4.....5.....6.....7	
10	At work, I know a lot of important people and am well connected	1.....2.....3.....4.....5.....6.....7	
11	I spend a lot of time at work developing connections with others	1.....2.....3.....4.....5.....6.....7	
12	I am good at getting people to like me	1.....2.....3.....4.....5.....6.....7	
13	It is important that people believe I am sincere in what I say and do	1.....2.....3.....4.....5.....6.....7	
14	It is easy for me to develop good rapport with most people	1.....2.....3.....4.....5.....6.....7	
15	I am good at using my connections and network to make things happen at work	1.....2.....3.....4.....5.....6.....7	
16	I have good intuition or savvy about how to present myself to others	1.....2.....3.....4.....5.....6.....7	
17	I always seem to instinctively know the right things to say or do to influence others	1.....2.....3.....4.....5.....6.....7	
18	I pay close attention to people's facial expressions	1.....2.....3.....4.....5.....6.....7	

Appendix 3. School Leadership Questionnaire (Pashiardis and Brauckmann, 2009)

School Leadership Questionnaire

(questionnaire to be administered to teachers)

Petros Pashiardis & Stefan Brauckmann

Below you can find statements about aspects of your principal's leadership behavior. Please indicate the extent to which you agree or disagree with the statements in each leadership domain.

The numbers correspond to the following:

- 1= strongly disagree
- 2= disagree
- 3= neither agree nor disagree
- 4 = agree
- 5= strongly agree

The School Principal:	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
1. Facilitates and supports programs and actions that create a positive climate for learning.	1	2	3	4	5
2. Ensures that teachers' work is aligned with the school's educational goals.	1	2	3	4	5
3. Provides instructional resources and materials to support teaching staff in accomplishing instructional goals.	1	2	3	4	5
4. *Protects learning time and teachers from outside and unnecessary interruptions.	1	2	3	4	5
5. Encourages the implementation of such teaching methods where "higher order form of learning" is facilitated.	1	2	3	4	5
6. Promotes such practices so as to help implement and use knowledge in a variety of forms.	1	2	3	4	5
7. Promotes the interconnection of learning experiences in the school with practices which are followed outside the school.	1	2	3	4	5
8. *Monitors standards of teaching and learning throughout the school.	1	2	3	4	5
9. *Provides concrete feedback to staff on teaching and learning	1	2	3	4	5
10. *Uses information which accrues from school inspections and teacher appraisal in order to improve personnel	1	2	3	4	5

11. Promotes open communication and flexibility in relations with the staff	1	2	3	4	5
12. Leaves enough autonomy to teachers in order to organize and schedule their teaching	1	2	3	4	5
13. *Creates a common vision for school improvement with the staff's cooperation	1	2	3	4	5
14. *Encourages staff to be actively involved in the planning and implementation of this vision	1	2	3	4	5
15. Solves problems in a cooperative way with teachers	1	2	3	4	5
16. Implements participative decision-making processes	1	2	3	4	5
17. Listens carefully to the ideas and suggestions of the teachers	1	2	3	4	5
18. Facilitates decision-making by consensus among staff	1	2	3	4	5
19. Discusses school affairs with teachers	1	2	3	4	5
20. *Creates possibilities for teachers to meet and collaborate	1	2	3	4	5
21. *Provides recognition for excellence and achievement	1	2	3	4	5
22. Coaches teachers	1	2	3	4	5
23. Rewards teachers for their special contributions to the school	1	2	3	4	5
24. Encourages teachers to develop themselves professionally	1	2	3	4	5
25. Provides orientation to new staff at the school	1	2	3	4	5
26. Compliments teachers who contribute exceptionally to school activities	1	2	3	4	5
27. Informs teachers about possibilities for updating their knowledge and skills	1	2	3	4	5
28. Encourages relations between the school on one hand and the community and parents on the other	1	2	3	4	5
29. Promotes cooperation with other organizations and businesses from the community so that students' needs are addressed	1	2	3	4	5
30. Discusses school goals with relevant stakeholders (school board, parents, municipality etc.)	1	2	3	4	5
31. Demonstrates awareness of school/community needs and initiate activities to meet those identified needs	1	2	3	4	5
32. Demonstrates the use of appropriate and effective techniques for community and parent involvement	1	2	3	4	5
33. Emphasizes and nurtures two-way communication between the school and community	1	2	3	4	5
34. Projects a positive image to the community	1	2	3	4	5

35. Builds trust within the local community	1	2	3	4	5
36. *Articulates, discusses and communicates the school vision to all members of the school	1	2	3	4	5
37. Articulates, discusses and communicates the school vision to all in the external community	1	2	3	4	5
38. *Values and vision are evident through the things he/she does, the way he/she spends his/her time and what he/she considers important	1	2	3	4	5
39. *Holds a vision for the school that creates new opportunities for progress	1	2	3	4	5
40. Ensures that there is clarity about the roles and core activities of the staff	1	2	3	4	5
41. Ensures that there is clarity about work priorities	1	2	3	4	5
42. Provides clarity in relation to student behavior rules	1	2	3	4	5
43. Ensures that school rules are uniformly observed and that consequences of misconduct are applied equitably to all students	1	2	3	4	5
44. Works on creating an orderly atmosphere	1	2	3	4	5
45. Takes care of the fact that there is clarity regarding policies and procedures to be implemented	1	2	3	4	5
46. *Takes risks for school improvement even against the Ministry's directives	1	2	3	4	5

***Items 4, 8, 9, 10, 13, 14, 20, 21, 36, 38, 39 & 46 removed after Confirmatory Factor Analysis**

About the authors

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